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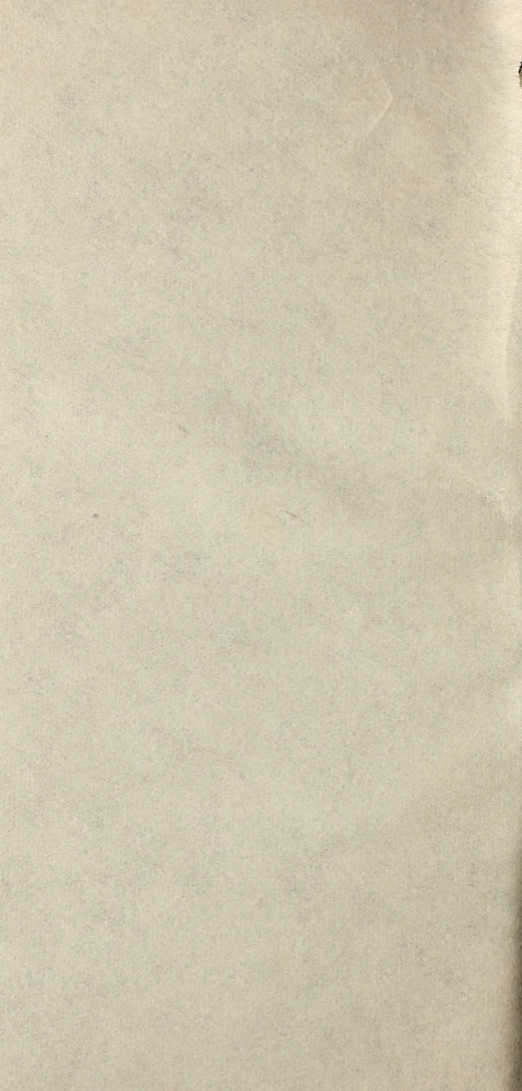
R794d

A DAY IN A DISTRICT SCHOOL

By

Emma Roscower





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**A DAY
IN A
DISTRICT SCHOOL**



A Two-Act Comedy

BY

EMMA ROSCOWER

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A DAY
IN A
DISTRICT SCHOOL

A Two-Act Comedy

BY

EMMA ROSCOWER

Price, 10 cents

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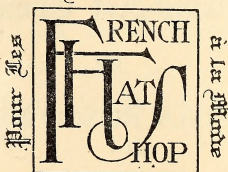
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PREFACE.



EMMA ROSCOWER,
Author, Age 12 years

IN placing this booklet before the public, I beg to state that it is only the work of an amateur.

¶ This little play was enacted at the

Goldsboro Graded Schools by the girls of the lower Seventh Grade. It was highly enjoyed then, and I feel that others would like to read it; hence this booklet.

E. R.

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A DAY IN A DISTRICT SCHOOL.

Scene: A school-room. Furnishings: desks and seats, teacher's table, on which are flowers, books, etc.

Time: 8:55 a. m.

Cast of Characters:

Teacher:

Miss Laura Ellen Winstead....Emma Roscower

Pupils:

Jane Simpson.....Sadie Croom
Helen HatchEloise Farrior
Lula Smith and Lila Smith—twins,
Margaret Kornegay—Margaret Sasser.
Molly Brown.....Inez Watkins
Jessie JonesRubie Dorrity
Peggy HoneycuttEthel Lashley
Winifred Johnson.....Lillie Ward
Marie Mossback.....Mary Lewis Sasser
Lois LewisHattie Wooten
Miranda Monroe.....Mary Miller
Julia Ann Jenkins.....Bessie Jennings
Patsy ParkerAlice Dickens
Anna ArmstrongRuth Pate.
Frances Farraway.....Sallie Darden
Lucile LangtryLena Butler
Daisy DavisSusanna Manly
Eliza EllisArabella Delamar
Hannah Herndon.....Virginia Borden.
Martha ManningLena Griffin

ACT I.

(Enter children; exchange greetings with teacher and take their seats.)

Opening Exercises.

Song—Casey Jones.

Come all you rounders if you want to hear
A story about a brave engineer;
Casey Jones was the rounder's name,
On a six-eight wheeler, boys, he won his fame.
The caller called Casey at half-past four,
Kissed his wife at the station door,
And mounted to the cabin, with his orders in
his hand,
And he took a farewell trip to the Promised
Land.

Chorus:

Casey Jones mounted to the cabin,
Casey Jones, with his orders in his hand,
Casey Jones mounted to the cabin,
And took a farewell trip to the Promised Land.

Casey pulled up at Reno Hill,
He tooted for the crossing with a shrill.
The switchman knew by the engine's moans
That the man at the throttle was Casey Jones.
He pulled up within two miles of the place,
Number four stared him right in the face.
Turned to the fireman and said:
"Boy, you'd better jump,
'Cause there's two locomotives that's a-going to
bump."

Chorus:

Casey Jones, two locomotives,
Casey Jones, that's a-goin' a-bump,
Casey Jones, two locomotives,
Two locomotives goin' a-bump, bump, bump.

* * *

Roll Call.

Teacher—Children, I wish to make an announcement to-day, and that is I do not want to

keep anyone in. We are going to dismiss you at 12 o'clock, and I want every one to have good lessons and behavior. I would like to know who studied 2 1-2 hours yesterday or last night.

(All hands fly up except four).

Teacher—Frances, why did you not study the required time?

Frances—On account of sickness.

Teacher—You don't look as if you were sick.

Frances—No'm, but my cousin had to sit up with a sick person.

Teacher—That doesn't interfere with your study. How's that?

Frances—I had to go to keep the bears off.

Teacher—Jane, why didn't you study 2 1-2 hours?

Jane—Mamma said she didn't wish to have my studies interfere with my social engagements, and she added, that I ought to tell you my eyes aren't in good condition, especially for studying.

Teacher—Daisy, you said you did not study the required time. Why didn't you?

Daisy—I don't know exactly, but I reckon I jes didn't want to. I don't know why I didn't want to, but I reckon I jes didn't care to waste my time with it.

Teacher—I think that a poor excuse, but be as it may I am going to be light on you to-day, and I will let that go. Helen, tell me your side of the case?

Helen—Grandpap broke his specs and couldn't tell me whether Berlin was in France or Paris (cause I forgot), and I couldn't study none.

Teacher—You could at least correct your grammar. Get out your spelling books; I am going to see which is the best speller, Lula or Lila. Please come up here both of you. Spell "Falcon," Lila.

Lila—F-a-l-k-e-r-n; falkern.

Teacher—Spell it, Lula.

Lula—P-h-a-l-k-i-n; phalkin.

Teacher—Take your seats and study your lesson. Come up here, Molly; you and Jane. Jane, spell social.

Jane—S-o-s-h-e-l; soshel.

Teacher—Molly, you next.

Molly—S-o-s-s-h-a-l; soshal.

Teacher—Take your seats and stay in after school and study your lesson. Helen, spell the next word. What comes after cheese?

Helen—A mouse does whenever he can get to it.

Teacher—I consider this a poor lesson. Get ready for your English. Jessie, what is a noun?

Jessie—The name of something.

Teacher—What is a diadem?

Jessie—A noun.

Teacher—What does it mean?

Jessie—I don't know.

Teacher—It means a gem. Use it in a sentence.

Jessie—I mustn't eat toad-stools.

Teacher—Why, what do you call that?

Jessie—Well, if I eat toad-stools, I'll die a dem sight quicker 'n if I let 'em alone.

Teacher—Children, it is to your own advantage to study, not mine; I am put over you to instruct and guide you in the paths of knowledge; but even out of respect for your teacher you should strive to prepare your lessons better than some of you are doing. I bet you wouldn't know what to do if I told you to write a composition on "My Teacher." Just for curiosity I will let Lois go to the board and try her hand.

(Lois draws a cartoon of the teacher and writes):

My Teacher.

My teacher is a womun. She has two hans an two fete. She wears hobbel skurtz and fals hare when she dresses up, but she don't wear it when she's at school. She knows a heap mor'en any of us and asks questions jest like she didn't

know nothin. And she can make some fine speeches when we don't no our lessons.

* * *

Teacher—I told you so; now isn't that nice after your poor teacher has worked her hands and brains nearly off trying to make you have a little sense. Some excellent artists I have in this room to be sure.

(Enter Hannah.)

Teacher—Hannah, why were you late?

Hannah—There was a little boy next door whose mother was strapping him to the bed to give him a licking and I waited to hear him bawl.

Teacher—What class does "their" belong to, Peggy?

Peggy—I don't know; he don't tell what it is in the grammar. I've a great mind to write to his royal highness and ask him.

Teacher—Do you know where to find his address?

Peggy—I guess 'es got it on 'im; he always wears it an' that wouldn't do no good.

Teacher—A large space of his time is devoted to such correspondence, queries, etc.

Peggy—What does that mean?

Teacher—What does what mean?

Peggy—You said a space of his time.

Teacher—Hannah, tell her what space means.

Hannah—Er-r-r, I-i-i can't th-th-think of it just n-n-n-now, b-b-but—I-i-i h-h-h-ave it in m-m-m-my m-m-m-mi-mi-mind.

(Recess; all troop out and re-enter).

ACT II.

Teacher—Get out your Histories. To-day we are studying the 'Revolution. From the reference tables tell me something of this war, Winnie.

Winifred—The Pilgrims landed at Plymouth Rock in 1776.

Teacher—Why, Winnie.

Winifred—That's all I know.

Peggy—Teacher, she looked in her book and copied it and read it off her paper. That about the Pilgrims is right above it and that's what she gets for copying.

Teacher—A half-hour for you Winnie. Eliza, would you have enough confidence in me to lend me a pencil for the day?

Eliza—Yes'm, I have the confidence, but I haven't got the pencil.

Teacher—Marie, what was the condition of Washington's army at this time?

Marie—When most of his men were lost he had very few left, because most of them were killed.

Teacher—Why did you grin so, Lois?

Lois—I started to smile, but my face slipped. (Girl passes a note.)

Teacher—Miranda, why did you pass that note?

Miranda—We're gwine to have a candy schtew this evening at half-past three, and I wanted her an' Silas an' Billy an' James an' Martha Jane an' Matilda an' Samantha an' Josiah an' her five little cousins to come.

Julia Ann—What's that sorter thing?

Miranda—It's where you cook de 'lasses an' when it gets done its right black an' you pulls it an' pulls it an' jes keeps on a-pullin' of it till it makes puore candy.

Patsy—What you do with it then?

Miranda—Why we passes it roun' an' eats it an' its de bes stuff, and we eats it till we get sweet clean through. Ain't you all never eat no 'lasses candy? You jes oughter eat some an—

Teacher (interrupting)—This is enough, Miranda, why didn't you wait until after school to invite them?

Miranda—I thought they wouldn't have time to dress up in their Sunday rig.

Teacher—Are you telling me a fib?

Miranda—I always aims at the truth.

Teacher—Well, all I have to say is, you're a poor shot. Winnie, you go up in that corner and come here Miranda.

(Puts a dunce-cap on her and places her on a stool—all laugh.)

Teacher—Keep quiet; this is a very serious matter. It isn't always wise to display your ignorance. Now I want you to be so still that you can hear a pin drop.

(Silence for a moment.)

Lula and Lila—Let it drop!

Teacher—Girls, why will you do so? There is plenty of time out of school for all the playing you want, to say nothing of studying your lessons. It is a disgrace the lessons you put up; but no, you don't consider that; you sit up here and giggle and smile just as if you were as wise as Solomon, but when it comes to lessons—well, they are indescribable; just simply awful. Sometimes I am tempted to give up in despair—all my words, my entreaties, my requests—all are of no avail. It is in one ear and out the other with you, and yet you think you know your lessons. Well, all I have to say is you come a far ways from your thoughts. Tell me, Lula, do you believe the colonists had any cause for going to war?

Lula—I don't think they did; I don't see any and seeing's believing, and in my opinion their cause didn't show up.

Teacher—So then, you don't believe in anything unless you've seen it, do you?

Lula—You're right there.

Teacher—Have you ever seen your brains?

Lula—Of course not.

Teacher—Have any of your friends ever seen them?

Lula—Why, no indeed.

Teacher—Well, since seeing's believing, do you think you have any?

(No answer.)

Hannah—Teacher, what's the Board of Education?

Teacher—In my day it was a pine shingle.

Teacher—Who was the chief man in the Revolution?

Patsy—John Brown.

Teacher—No, indeed; it was George Washington.

Patsy—Who was John Brown, then?

Teacher—Can any one tell her who John Brown was?

Jessie—Wasn't he the man they sing this about:

“John Brown's body lies a-mould'ring in the
ground,
John Brown's body lies a-mould'ring in the
ground,
John Brown's body lies a mould'ring in the
ground,
But his soul goes marching on.

“Glory, glory, hallelujah!
Glory, glory, hallelujah!
Glory, glory, hallelujah!
As we go marching on.”

Wasn't he the one?

Teacher—I guess it must have been. It is time for your geography now, and I wonder how many will know their lessons. All of you ought to, but of course all will not. That is impossible, you think, but it won't be for long as I am going to be more strict towards you. Get out your geographies; to-day we are studying about Germany. Is there anything in the lesson you didn't understand?

(Eliza raises her hand; on answering):

Eliza—It says the Germans are fond of beer and pretzels; what is a pretzel?

Lois—It's a cracker with cramps.

Teacher—Frances, what are you doing?

Frances—I'm not doing a thing.

Teacher—Didn't you know the devil always finds some work for idle hands to do. Come right up here and let me give you some work. Here, take this book of poems and learn a verse in five minutes.

Julia Ann—May I sharpen my pencil?

Teacher—Yes, come and sharpen it in the waste-basket.

(Julia Ann obeys and turns to radiator; holds out hands.)

Teacher—What are you doing? Get your seat. It is not cold this morning.

Julia Ann—I'm not warming the weather. I'm warming my hands.

(Teacher looks at clock.)

Teacher—Frances, it is time for you to know your piece. If you know it, come up and say it.

Frances—

There was a young man from Pawtucket,
He bought an orange for to suck it.

He had a long nose,

And as you may suppose,
Right into that orange he stuck it.

Teacher—That will do. Please be seated. Lucile, what is raised in Germany?

Lucile (hoarsely)—Sheep.

Teacher—Why did you disguise your voice so?

Lucile—I have a cold in my head.

Teacher—It's a blessing you have something in it, for the brains in your cranium are very few.

Julia Ann—Teacher, may I ask a question?

Teacher—Certainly.

Julia Ann—Well, I saw something somewhere about the Sandwich Islands and I want you to tell me if they're made of ham, chicken, beef, or what?

Teacher—Be seated, please, and don't forget that when you go home this evening you will have cold dinner unless your mother has great patience to keep it hot. Besides, I don't propose to discuss silly questions, especially of an

idiotic nature. That is very bright indeed. Children, you have the wrong spirit.

Anna (interrupting)—The preacher says I ain't got no spirit at all.

Teacher—Silence, Anna; as I was saying you expect to acquire knowledge by such brilliant flashes as those. No, you never can, decidedly no. Whatever you do you must begin at the bottom and work up.

Anna (interrupting)—'Spose you was goin' to dig a well?

Teacher—Anna, I do not profess to be any well-digger and do not wish to consider such nonsense, and besides I think you very impertinent. The Germans are noted for their wide and beautiful streets, in Berlin, particularly. There is a street there that I know of 110 feet in width. Now suppose we placed some object in that street that would block up the whole street for 225 feet of the length. Martha, can you tell me how many square feet it would cover?

Martha—No'm, I can't.

Teacher—What! can't multiply 110 by 225? Julia Ann can, I bet.

Martha—I shouldn't be surprised. They say that fools multiply very rapidly these days.

Teacher—Take the next five paragraphs for to-morrow and I do hope you will have a better lesson all 'round. Now, several of you did not know your pieces at the Friday exercises and I want you to say them now. Anna, please give us yours.

(Anna comes to the front.)

Anna—

Market Day.

Please, sir, I wish a spool of beans,
And seven pints of silk;
Then wrap me up a bag of pins,
And half a square of milk.

I'll take an ell of sausages
 And thirteen gross of cream,
 A can of freshly laundered eggs,
 Of doughnuts just a ream.

O let me have a sheet of soap
 And eighty grains of tea,
 With twenty pecks of apple pie,
 As boneless as can be.

I want a dozen honey ripe
 And half a foot of cheese;
 Then give me, sir, a yard of oil
 Wrapped up in paper, please.

A box of sugar vinegar,
 A drachm of lettuce, too,
 And with a cask of butter-scotch,
 I think that this will do.

Please send my purchase quickly, sir,
 I live upon the hill;
 An acre and a ton away,
 And charge it on the bill.

Teacher—That is very good. Now it seems as if you could have spoken it as well Friday. Marie, do you know your piece? You as well as Molly have a piece left over. Molly, you may let us hear your piece now.

Molly—

Past and Present.

Among the shadows strange that come
 Our smiles to overcast,
 The one which wrings a mood most glum,
 Is thinking on the past.

For instance, if you say, "I bring,"
 You later say, "I brought;"
 But if perchance, you try to sing
 You cannot say, "I sought."

No matter where a man may go,
You tell us that he went;
But if the gardener should hoe,
You never say he "hent."

If on an airship you should fly,
You write us that you flew,
But, if again sometime you try,
Don't tell us that you "trew."

And if a huntsman goes to shoot,
You say next day he shot;
But, if a bugle he should toot,
You'd never say he "tot."

And so perplexities I find,
Where pleasures should be found;
Because my verbs I cannot mind,
Just as they should be mound.

Teacher—That is well spoken, indeed. Marie,
please give us yours now.

Marie—

The Owl and the Pussy-Cat.

The Owl and the Pussy-cat went to sea
In a beautiful pea-green boat.
They took some honey, and plenty of money
Wrapped up in a five-pound note.
The Owl looked up to the stars above
And sang to a small guitar,
"O lovely Pussy, O, Pussy, my love,
What a beautiful Pussy you are, you are,
What a beautiful Pussy you are.

Pussy said to the Owl, "You elegant fowl,
How charmingly sweet you sing,
O let us be married, too long we have tarried;
But what shall we do for a ring?"
They sailed away for a year and a day
To the land where the bong-tree grows,
And there in the wood, a Piggy-wig stood,
With a ring on the end of his nose, his nose,
With a ring on the end of his nose.

“Dear Pig, are you willing to sell for one shilling
Your ring?” Said the Piggy, “I will.”
So they took it away and were married next day
By the turkey who lives on the hill.
They dined upon mince and slices of quince,
Which they ate with a runcible spoon;
And hand in hand on the edge of the sand
They danced by the light of the moon, the
moon;
They danced by the light of the moon.

Teacher—Now, the twins, Lula and Lila, did not say their piece. We would like to hear it now and—

Martha (interrupting)—Teacher, you didn't ask me a history question.

Teacher—All right, I'll ask you one now. What war are we studying?

Martha—The war of the minute-men.

Teacher—My plan is to let well enough alone, and if you had abided by it you would not have had the chance to miss a question. All right, Lula and Lila, we are ready for your dialogue.

Lila and Lula—

Ten Little Kitty-Cats.

Lila—

Ten little kitty-cats, all dressed up fine,
One tore her pinafore, then there were nine.

Lula—

Nine little kitty-cats eating from one plate,
One got crowded out, then there were eight.

Lila—

Eight little kitty cats sat up till eleven,
One fell fast asleep, then there were seven.

Lula—

Seven little kitty-cats playing funny tricks,
One rolled out of sight, then there were six.

Lila—

Six little kitty-cats learning to dive,
One went down too deep, then there were five.

Lula—

Five little kitty-cats playing on the shore,
A big wave caught one, then there were four,

Lila—

Four little kitty-cats climbed up a tree,
One fell down again, then there were three.

Lula—

Three little kitty-cats met a kangaroo,
One went home with him, then there were two.

Lila—

Two little kitty-cats sitting in the sun,
One ran in the house, then there was one.

Lula—

One little kitty-cat went to buy a bun,
He never came back, and so there was none.

Teacher—That is well gotten up. Patsy, you
have a piece to say, too, remember.

Patsy—Yes'm and I'll say it an' be done with it.

Repudiation.

'Neath a ragged palmetto a Southerner sat,
A-twirling the band of his Panama hat,
And trying to lighten his mind of a load,
By humming the words of the following ode:
"Oh, for a nigger, and oh, for a whip,
Oh, for a cock-tail, and oh, for a nip,
Oh, for a shot at old Greeley and Beecher,
On, for a crack at a Yankee school-teacher,
Oh, for a captain, and oh, for a ship,
Oh, for a cargo of niggers each trip."
And so he kept oh-ing for all he had not,
Not content with owing for all he had got.

Teacher—You made a very poor selection, I
must admit. Why didn't you get something
longer?

Patsy—I didn't want to learn a long one.

Teacher—Well it is a good thing you knew
them to-day; I can't for the life of me, though,

see why you couldn't have done that Friday.
You may sing your "School Song," if you like.

(Trouble arises about the pitch; but it is started.)

(Tune: America.)

Class—

We sit in school all day,
At recess go to play;
 We try to learn;
Sometimes we don't take heed
And then we don't succeed,
But in our hour of need
 Luck takes a turn.

All that attend the school
Obey the teacher's rule,
 As best they may.
Long may our knowledge last,
When grown may it cling fast
As oft we think upon the past
 Of our childhood's day.

Our teacher isn't strict,
But yet her own edict
 Is to study hard.
She says be bright and clean,
Be never rude nor mean,
But always cram your bean
 Lest your career be marred.

Then here's to our nice school
That saves from the fate of a fool
 Or an ignoramus.
It ranks among the best,
From York to Budapest,
We have to work hard, lest
 A dunce they name us.

Teacher—It is about time to dismiss you now,
and what will you say when I say that only one
person in this room will go home at the sched-

uled time? That person, I know, is glad; the rest I know are sorry. Miranda, you and Winnie can take your seats now and get up your books, Jessie. Jessie, you can go. No doubt you feel honored. Good-bye.

Jessie—Good-bye, teacher. (Exit Jessie.)

Teacher—Now, you see the effect of good behavior, lessons, and non-ridiculous sayings. There's the bell now, but no home for you yet awhile. You are booked to keep me company for the next hour.

The End.

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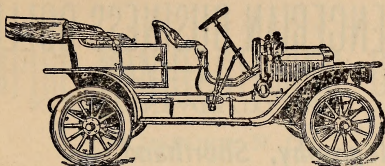
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

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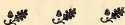
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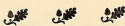


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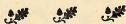


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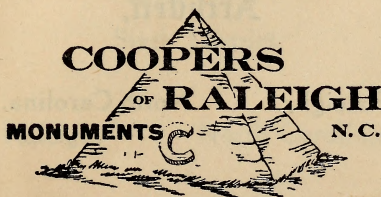
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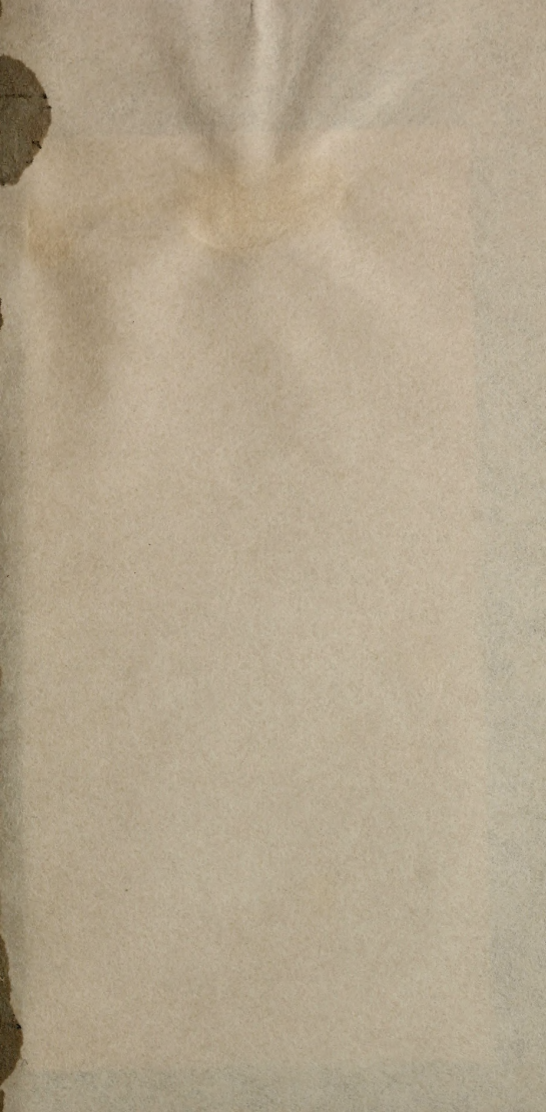
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